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Association of Land-Grant Colleges and Universities

A REPORT OF THE SENATE COMMITTEE ON PRESERVICE AND
GRADUATE TRAINING FOR EXTENSION WORKERS
November 1954

Membership of the committee: V. E. Kivlin, Wisconsin, Chairman; Harold Howe, Kansas; Ruth D. Noer, West Virginia; J. E. Morrison, Colorado; and Mary L. Collings, Federal Extension Service.

The committee is working toward a long-range educational program which will provide for Extension competent personnel at all levels of responsibility. Since its establishment in 1950, the committee has made recommendations annually to the Senate of the Association of Land-Grant Colleges and Universities. The committee report for 1954 will indicate trends over the past four years and suggest needed emphases for the immediate future.

Additions of Personnel

Trends

Since the last report was made to the Association, four States have assigned an extension staff member to head up training activities. These are: California, South Dakota, Tennessee (a second staff member), and Wisconsin (a second staff member).

These appointments are in line with the committee recommendation that training coordination be provided through the establishment of such staff assignments. While the count is extremely difficult due to the variations in titles, it seems safe to say that a total of 19 States have one or more persons with a training coordination function.

In the 1954 State reports on training, 22 States indicated that they have a committee on extension training. The composition of these committees varies; generally, supervisors constitute the bulk of the membership with some committees including State leaders, and specialists; some including county workers and a few adding resident teaching members.

Recommendation

The committee would again urge the administrators in each State to develop a plan to promote coordination and integration of preservice, inservice and graduate training activities.

- a. Appoint a person whose major responsibility is to coordinate training activities.
- b. Set up a training committee with representation from all segments of the institution concerned with training, including resident instruction (undergraduate and graduate levels), extension administration (involving agriculture, home economics, 4-H and YMW), supervisors, specialists and county extension agents. The functions of the committee would be to identify areas of training need; formulate objectives; work out curricula plans; and set up training programs and procedures.

Preservice

Regional Conference

For the fourth year, this Senate committee called a regional conference for State personnel responsible for guiding extension preservice and graduate training. This past May, the conference held in Fort Collins, Colorado, included representatives largely from western States and members of the Senate standing committee. The purpose was the improvement of the preservice and graduate program for prospective and experienced extension personnel. Five of the land-grant colleges in the western States sent representatives; also, Georgia, Texas, Oklahoma, Kansas, and Nebraska. The attendance totalled 17 men and women from 10 States. Those attending were responsible for undergraduate instruction for extension personnel in the institutions represented.

Participants in the conference gave expression during the conference and afterwards to the benefit and help which they felt they gained from this conference.

Recommendation

Since the cycle of the four regional meetings has been completed, the committee recommends that a national conference be held in 1955 in the mid-west and that its purpose be two-fold: (a) to evaluate the progress made in extension training programs over the four-year interval; and (b) to lay plans for future programs.

Trends in Preservice Education

Through a nation-wide survey, States have reported certain developments in extension undergraduate courses.

		<u>Number of States Reporting (U.S. Totals)-</u>				
		<u>1950 or prior</u>	<u>1951</u>	<u>1952</u>	<u>1953</u>	<u>1954</u>
1.	Institutions having regular credit courses in extension education.	28	*	33	41	41
a.	Joint courses for agric. and Home Ec. students.	:	:	:	:	29
2.	Institutions having extension staff member who serves as an advisor to students.	:	:	:	:	31
3.	Institutions having apprentice training before graduation.	16	*	20	21	19
4.	Student enrollment in undergraduate courses.	:	:	:	:	:
a.	Men	*	*	*	937**	949**
b.	Women	*	*	*	395**	463**
		<u>1412 Total</u>				

* No data available.

** Includes duplications where more than one course is offered and includes some few graduate students.

Recommendation

Effective undergraduate preparation for new employees requires more than the addition of a few undergraduate professional extension courses. In recognition of this fact, the committee suggests that extension in each State should look at itself very critically to question: 1. How vigorously it has presented in the respective colleges the needs and values of training courses to the responsible curricula--making authorities. 2. To what extent has extension developed its potential recruiting opportunity among 4-H Club members and graduates of vocational agricultural and home economics training. 3. To what extent has extension sought ways to develop advisory functions with students in respect to extension career opportunities. 4. To what extent has it provided through joint courses in agriculture and home economics that integration and common understanding which will make for effective work along the lines of a family approach in the county extension program.

A Guidebook for Instructors of Extension Professional Courses

Realizing that criticisms of undergraduate extension education can best be met by a positive approach, this committee took steps to draw up specifications for improving undergraduate training. In May 1953, it appointed a sub-committee whose function was to describe the type of preparation current-day extension workers need. This sub-committee has focused its effort on the preparation of a guidebook for instructors of professional extension courses. At the 1954 session of the Association of Land-Grant Colleges and Universities, the sub-committee is making available copies of the Guidebook for comment and suggestion from extension and resident instruction sections of the association.

Recommendation

1. The committee wishes to recommend that each institution not having recently reviewed its curriculum set up a curriculum committee to give careful consideration to the educational needs of prospective extension personnel, the learning outcomes expected of various fields of subject matter and the learning experiences which will best prepare the student to function as an effective extension worker.

Graduate Study

Trends in Graduate Work for Extension Personnel

Figures reported by States indicate current developments in graduate study undertaken by extension personnel.

	<u>No. of Individual : Involved in Grad. Study</u>				
	(US Totals) 1950	: 1951	: 1952	: 1953	: 1954
1. Number on leave:					
State Personnel	*	:	*	:	94 : 70
County Personnel	*	:	*	:	106 : 107
Total	*	:	*	:	200 : 177
2. Number of above:					
a. On coop. study leave	72	:	95	:	61 : 97 : 102
b. On leave without pay	*	:	*	:	55 : 19
c. Taking work for credit	38**	:	54**	:	52** : 187 : 143
3. Number taking general extension courses	*	:	*	:	* : *

Established Graduate Programs in Extension Education

	<u>No. of States Reporting (U. S. Totals)</u>				
1. Major in Extension Education	2	:	6	:	8 : 9 : 7
a. Agriculture	*	:	*	:	* : *
b. Home Economics	*	:	*	:	* : *

* No data available.

** Refers to those on cooperative leave only.

Study Leave Policies

The prevailing pattern of leave policies can be seen by study of the following tabulation.

Length of Sabbatical Leave, Tenure Required, and Percentage of Pay Allowed by States 1950 - Revised 1954

State	Tenure	Length of Leave	Pay Allowed	Comments
Alabama	5 yrs.	3 mo.	50% pay	Longer leave is approved without pay.
Arizona	6 yrs.	6 mo.	Full pay	9 mo. - 3/5 pay; 1 yr. - 1/2 pay.

Length of sabbatical leave, tenure required, and percentage of pay allowed by States (cont'd)

State	Tenure	Length of Leave	Pay Allowed	Comments
Arkansas	May carry over annual leave if it is to be used for study.			
California	6 yrs.	12 mo.	6 mo. - Full 12 mo. - 2/3	After 3 yrs. with rank of asst. agriculturist or better, up to 6 mo. on 2/3 pay.
Connecticut	7 yrs.	6 to 12 mo.	6 mo. - Full 12 mo. - 1/2	
Colorado	6 yrs.	9 mo.	50% pay	
Delaware	No report			
Florida	-	-	-	-
Georgia	Not in summary			
Idaho	-	-	-	-
Illinois	7 yrs.	6 to 12 mo.	6 mo. - Full 12 mo. - 1/2	To rank of asst. prof. or above - not granted to county workers.
Indiana	3 yrs. 6 yrs.	1 semester or 18 wks. 2 semesters	50% pay	Each case judged individually
Iowa	-	-	-	-
Kansas	7 yrs.	12 mo.	50% maximum	
Kentucky	4 yrs.	1 semester	1/2 pay	After 7 yrs. of service, 2 semesters at 1/2 pay.
Louisiana	4 yrs. 6 yrs.	6 mo. 6 mo.	1/2 pay 12 mo. - 1/4 pay Full pay 12 mo. - 1/2 pay	
Maine	6 yrs.	8 mo.	50% pay	
Maryland	7 yrs.	12 mo.	1/2 pay	
Massachusetts	7 yrs.	6 mo.	Full pay	

Length of sabbatical leave, tenure required, and percentage of pay allowed by States (cont'd)

State	Tenure	Length of Leave	Pay Allowed	Comments
Michigan	7 yrs.	6 to 12 mo.	6 mo. - Full 12 mo. - 1/2	
Minnesota	-	12 mo.	50% pay	Granted on individual merit.
Mississippi	1 yr.	6 wks.	1/2 pay	May accumulate 9 mo. maximum. (6 wks. for each calendar yr.)
Missouri	6 yrs.	6 to 12 mo.	50% pay	
Montana	1 3/4 yrs.	3 mo.	Full pay	May accumulate 2 quarters -- 6 mo. county workers receive only state portion of their salaries.
Nebraska	2 yrs.	3 weeks	Full pay	-
Nevada	No set rule	6 mo.	40% pay	Plus 3 mo. without pay.
New Hampshire	7 yrs.	6 to 12 mo.	6 mo. - Full 12 mo. - 1/2 pay	
New Jersey	-	-	-	Each case adjusted individually.
New Mexico	7 yrs.	12 mo.	50% pay	
New York	6 yrs.	6 mo. for field staff 5 1/2 mo. for State staff.	Full pay	
North Carolina	-	-	-	Leave without pay is granted worthy employees.
North Dakota	6 yrs.	12 mo.	50% pay	With less than 6 yrs. service, 3 mo. study at 1/3 pay per yr. is granted.
Ohio	4 yrs.	1 mo. for each 16 mo. service	Full pay	

Length of sabbatical leave, tenure required, and percentage of pay allowed by States (cont'd)

State	Tenure	Length of Leave	Pay Allowed	Comments
Oklahoma	6 yrs.	12 mo.	50% pay	
Oregon	6 yrs.	9 mo.	1/2 pay	4 mo. on full pay is sometimes granted.
Pennsylvania	6 yrs.	6 to 12 mo.	6 mo. - Full 12 mo. - 1/2	
Rhode Island	6 yrs.	6 to 12 mo.	6 mo. - Full 12 mo. - 1/2	
South Carolina	3 yrs.	6 to 12 mo.	1/4 pay	For 1 semester of study granted 1 mo. leave. 6 wks. study - 2 wks. leave. 3 wks. study - 1 wk. leave.
South Dakota	7 yrs. 3 yrs.	12 mo. 12 mo.	1/2 pay 8% per yr. of service up to 1/2 annual pay.	
Tennessee	7 yrs.	6 to 12 mo.	6 mo. - Full 12 mo. - 1/2	With approval of U.S. Dept. of Agr.
Texas	-	-	-	-
Utah	No report			
Vermont	-	-	-	-
Virginia	-	-	-	-
Washington	Summer school can be taken on official time.			
West Virginia	-	-	-	-
Wisconsin	-	-	-	Each case judged individually.
Wyoming	No report			
Puerto Rico	Several plus good accomplishments	10 to 24 mo.	Full pay	
Hawaii	-	-	-	-

Few States have a leave policy which provides terms liberal enough to encourage personnel wanting to do study for advanced degrees. Graduate schools encourage individuals to begin degree programs before they reach the age of 35. While this seems an early limit, more thought needs to be given to getting extension personnel into graduate study after a few years of actual extension experience. Staff members of ability whom Extension wants to become more effective workers should positively be encouraged to do graduate work.

Fellowships and Scholarships

During the past year, thirteen foundations or agencies donated \$90,200 in scholarship and fellowship grants to extension workers throughout the United States for graduate study and other professional improvement programs. These were in addition to such grants as are made to agents from local sources. Such grants are an incentive to extension workers to undertake study. These grants are not adequate, however, to bear the whole burden of financial support of experienced agents who have acquired family obligations.

Recommendation

This committee is not suggesting that institutions in each State provide advanced degree programs in extension education. Its effort is directed, rather, to strengthening the existing graduate programs as they attempt to meet the need of extension personnel. The committee recommends that:

- a. Each institution offering graduate work in extension education should review its current graduate study program to be sure that under the pressure for short-term training in summer sessions and off-campus extension courses, it does not sacrifice high standards. To this end the committee expects in 1955 to develop a statement which can give guidance to an institution wishing to review its graduate study program.
- b. Extension administrators should work out with each experienced extension worker a long-time professional improvement plan indicating in some detail the areas of training which the worker needs and specifying whether such training is desired through inservice education or graduate study done in residence. Such plans can serve a two-fold purpose. They can provide the basis for necessary curricula revisions as well as serve as a guide to administrators and individuals making plans for extension graduate training.
- c. At least one land-grant institution in the United States should provide a graduate curriculum major in administration and supervision. It should be supported by a comprehensive research program in extension administration and supervision.
- d. Positive action on the part of Extension administrators is needed to improve leave policies now in effect. Improvements might well be in terms of shortening the required years of service required before leave is allowed; extending the length of leave time allowed for degree work; and extending leave to county, as well as State workers.

Training for Extension Education in Foreign Countries

The Committee gave consideration to the problem of training extension personnel for foreign service, and to the training of foreign students preparing to do similar work in other countries.

It was felt that this area needs further study, perhaps with financial help from some foundation, before definite recommendations can be made.

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